

Estell Manor School District

English Language Arts Curriculum Grade 7

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and Technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Suggested Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Introduction and review, Literature: Fiction, Narrative, Descriptive, Speculative Writing; Portfolio Development	September - November Approximately 45 days
Unit 2: Informational Reading: Nonfiction; Informative/Explanatory Writing; Portfolio Development	November-January Approximately 45 days
Unit 3: Informational Reading: Nonfiction; Persuasive Writing; Research-based Tasks; Portfolio Development	January-March Approximately 45 days
Unit 4: Literature and Informational Texts; Reading and Writing Poetry; Portfolio Development	April Approximately 20 days
Unit 5: Literature: Folktales, legends, Myths, Dramas; Reflective Writing/Portfolio Completion	May-June Approximately 25 days

Core materials:
The Giver, Lois Lowry
The Hunger Games, Susan Collins
 “Literature”, published by Holt McDougal 2012
 Various Novel (Fiction and Nonfiction) Sets
 NonFiction articles, essays and texts

Unit 1 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		X	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management		X	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		X	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		X	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		X	CRP11. Use technology to enhance productivity.

	Career Preparation		X	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 1: Informational: Non-fiction; Informative/Explanatory Writing; Portfolio Development	Duration: 45 days
Standards	

	Key Ideas and Details
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact
	Craft and Structure
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Integration of Knowledge and Ideas
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Text Types and Purposes

W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying

	a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views
SL 7.2	Analyze the main ideas and supporting details

	presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
	Presentation of Knowledge and Ideas
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English
L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and

	dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	Knowledge of Language
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
	Vocabulary Acquisition and Use
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). c. Consult general and specialized reference

	materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Skills

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<i>Students will understand that...</i> ● Fiction is an integral part in Language Arts Literacy ● Narrative Writing tells a story with the beginning, middle, and ending. ● Descriptive Writing stimulates the senses and allows the reader to become immersed in vivid vocabulary. ● Speculative Writing creates a story about a scenario given. ● Making predictions while reading is part of an active reading strategy to assist in comprehension. ● Understanding an author's purpose enhances student understanding of varied texts. ● Writing is a recursive process, and writers draw on real-life experiences for inspiration. ● Author's style has many components that unify to create voice. ● and develop a piece to share with an audience.	● What are the important elements of fictional literature? ● What types of Fiction is available? ● What are the traits, format, and purpose of Narrative Writing? ● Descriptive Writing? ● Speculative Writing? ● How do authors present their points of view in literature? ● How do authors utilize the elements of literature to convey a universal truth or theme? ● How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative? ● How do students demonstrate the command of the conventions of standard English when writing and speaking?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i> You are in charge of helping a new student. Explain most important things about being a successful student in your classroom. Include the strategies you know that help you to be a better reader and those that help you to be a better writer.	Other Assessments Formative ● Notebook Checklist Rubric ● Stop and Jots ● Reading Journals ● Observational Checklist ● Cite textual evidence from a cold read

You are an advertiser. You have been paid to create posters about what good writers do and strategies used in narrative writing to be displayed in the room for reference. Examples may include: figurative language, workshop expectations, organization, and internal thinking.	Summative • Performance Task Rubric • Unit assessment • Published Narrative Benchmark • <i>HMH</i> Reading Inventory Alternative • Reading Comprehension Questions as discussion • Written Comprehension Responses • Reading Response Journals
Instructional Plan	
Suggested Activities	Resources
Students will take part in a classroom, school and public library scavenger hunt in order to become familiar with the large variety of texts available for independent reading.	Scavenger hunt sheets, genre reference sheet
Students will fill out a reading survey, create favorite book and wish lists, practice reading independently to build reading stamina and work with small groups to share and discuss.	Reading survey, reading log, independent reading books
Students will consider reading spots and write stop and jot notes during independent reading with a book of their choice and at their level.	Post-its, reader's notebook, independent reading books
Students will participate in partner, small group and whole group discussions, using stop and jot notes, as well as, conversation guidelines in order to analyze story elements and author's literary devices.	Post-its, reader's notebook, independent reading books

Students will read a variety of self-selected reading books of various genres and reflect on their reading log by making relevant connections to support evidence and to show growth in applying strategies before, during and after reading.	Independent reading book, reader's notebook
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Suggested Options for Differentiation	
English Language Learners	
• Provide graphic organizers • Extend time • Reteach • Small group instruction	
Gifted and Talented	
• Use higher level questioning • Have students design questions • Use choice board to extend learning • Expand their reading bookshelf for a "variety of genres"	

Basic Skills/Economically Disadvantaged

- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Unit 2: Informational Reading: Non-Fiction; Informative/Explanatory; Writing; Portfolio Development

Duration: 45 days

Standards	
	Key Ideas and Details
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	Craft and Structure
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Integration of Knowledge and Ideas
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Text Types and Purposes

W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented
	Production and Distribution of Writing

W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
	Presentation of Knowledge and Ideas
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English
L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	Knowledge of Language
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
	Vocabulary Acquisition and Use
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Skills 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. 6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. Technology 8.1.5.A.3. Use a graphic organizer to organize information about problem or issue. 8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Students will understand that...

- **Non-fiction is an integral part in Language Arts Literacy**
- **Explanatory Writing explains a student's point-of-view a situation or scenario.**
- **Personal experience affects the reader's point of view.**
- **Reading informational texts requires different reading strategies.**
- **Explanatory writing has different applications and purposes.**
- **Explanatory/Expository paradigms can affect their reading and comprehension of nonfiction texts.**

Essential Questions

- **What are the characteristics of Non-Fiction?**
- **What types Non-Fiction is available?**
- **What are the traits, format, and purpose of Explanatory Writing?**
- **How is the reader's comprehension and interpretation of text affected by personal experiences?**
- **How do students utilize nonfiction strategies to comprehend informational text?**
- **How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts?**

• Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.	• How are different Explanatory/Expository paradigms utilized to create effective writing?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i> • You are a playwright and you have been selected to write a portion of a story as a play to be performed at our town community theater. Choose your favorite novel and write a short script for the actors. • Write a memoir from the point of view of a character from your independent reading novels and share with classmates. • Write a narrative as a script to be acted out and recorded • Create a scrapbook chronicling the events in a personal narrative you have read.	Other Assessments Formative • Notebook Checklist Rubric • Stop and Jots • Reading Journals • Observational Checklist • Classroom and partner discussion using rubric Summative • Summative unit assessment • Students will cite textual evidence from a cold read • Students will engage effectively in a range of collaborative discussions using a behavior checklist. Benchmark • <i>HMH Reading Inventory</i> • <i>Linkit Assessment B</i> • <i>End of Novel assessments</i> Alternative • Stop & Jot Sentence Starters • Reader's Response Sentence Starters • Curriculum Based Assessments for fluency and/or comprehension

	• Reading A-Z Guided Level Assessments • Drawing a Picture to Show Comprehension with Verbal Explanation • ReadWorks.org Reading Level Appropriate Comprehension Quiz • Teacher Created/Modified Vocabulary Assessments
Knowledge and Skills	
Content	Skills
<i>Students will...</i> • Recognize different types and structures of fiction (fantasy, traditional tales, and realistic) • Identify common story elements and key details in fiction texts (characters, setting, plot, conflict and resolution) • Understand the narrative, chronological structure of fiction (beginning, middle, and end) • Understand how to read a dramatic play differently from a narrative fiction text • Understand how the plot structure in a fiction text and how a particular sentence, chapter, or scene fits into the larger structure of a story • Explain how writers develop the point of view of the narrator or speaker • Ask questions to help clarify thinking and deepen understanding • Use strategies before, during and after reading to enhance comprehension of texts • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary	<i>Students will be able to ...</i> • Identify elements of text structure, features of common types of fiction texts, draws inferences and cites evidence from the text through assessment and written response journals. • Understand that fiction is often organized chronologically and will pay attention to time shift signals • Recognize a narrator's point of view and how it is developed across a text and the influence a writer's point of view has on a story. • Understand characters and consider how and why they change • Recognize clues that reveal the conflict and how the conflict gets resolved. Also, students will differentiate between internal and external conflicts. • Identify the setting influence on the characters and conflict when reading historical fiction • Identify the theme of a story, recognize that stories address larger themes and articulate big ideas that address the theme

• Identify a writer's tone and how it affects readers' emotional responses to a text • Determine the themes of fiction stories • Identify big ideas and supporting details within texts • Compare texts in different forms that share similar themes and topics • Deepen their understanding of author's purpose as it relates to the fiction genre	• Compare and contrast two text structures, in terms of their approaches to similar topics and themes. • Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources
Instructional Plan	
Suggested Activities	Resources
Students will use the reader's notebook to create a variety of charts to help support the meaning of fiction.	Reader's notebook, independent reading books
Students will utilize the stop and jot, and quick writes as a way to interact with their independent reading text.	Post-its, reader's notebook, independent reading book
Students will stop and jot to cite textual evidence and make relevant connections during reading independent books.	Post-its, reader's notebook, independent reading book
Students will work with partners to identify story elements and characters' changes in their independent book.	Plot Diagram, reader's notebook, independent reading book
Students will examine their own independent reading books to uncover symbolism, themes, point of view and, compare and contrast, when applicable.	Venn Diagrams, reader's notebook, independent reading book
To help students increase their comprehension through visualization and fluency abilities, students will participate in and act out a reading reader's theaters scripts of their reading level and choice. Using the structural component	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html

of plays, students will practice and plan their performance. Students will practice using their vocal rate, pitch, and volume to further develop their characters feelings, emotions, and the meaning of their acts.	http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Access to free reading comprehension and writing exercises.	www.readtheroy.com
Suggested Options for Differentiation	
English Language Learners ● Provide graphic organizers ● Allow extended time ● Use sentence starters, prompting and cueing ● Plan with teacher or strong student before beginning to write	
Basic Skills/Economically Disadvantaged ● Allow extended time ● Reteach ● Small group instruction ● Chunk text	

- Summarize as you go
- Preview lesson, highlight key words
- Use sentence starters, prompting and cueing

Gifted and Talented

- Utilize choice board to extend learning
- Expand their reading bookshelf for a “variety of genres”
- Expose to more sophisticated vocabulary
- Allow reader response extension

Special education Students

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Guided reading groups to reinforce skills
- Allow access to leveled books at student’s independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student’s notebooks

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1.	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.A.2.	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print .

Unit 3: Informational Reading: Persuasive; Persuasive Writing, Research-Based Tasks; Portfolio Development		Duration: 45 days
Standards		
	Key Ideas and Details	
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text	
	Craft and Structure	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	

RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Integration of Knowledge and Ideas
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Text Types and Purposes
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions

	of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by

	others and, when warranted, modify their own views
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and volume, examples; use appropriate eye contact, adequate and clear expectations
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English
L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	Knowledge of Language
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

	Vocabulary Acquisition and Use
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Non-fiction is an integral part in Language Arts Literacy. • Persuasive Writing provides the opportunity for a student to use detail and support in order to formulate and defend an opinion on a given topic. • Utilizing critical thinking skills successfully will affect the evaluation of information and the assessment of its reliability • Research-based tasks provide the opportunity for a student to gather, read, and analyze texts in order to create a knowledge base on a given subject. • Authors' points of view vary based on their purpose and audience. • Writers employ specific techniques to persuade readers.	• What are the characteristics of Persuasive Non-Fiction? • What are the traits, format, and purpose of Persuasive Reading/Writing? • When presenting his position, how does and author develop his ideas to captivate and convince the reader that his position is viable? • What are the traits, format, and purpose of Research-based tasks? How do authors present their points of view in various forms of informational texts? • As a writer, how do you create and support an argument in writing or in speech? • How can readers compare and contrast various points of view?

• An author's style has many components that contribute to his/her voice. • Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected. • It is important to differentiate between fact and opinion. • Persuasion comes in various forms. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.	• How does your recognition of fact and opinion affect your understanding of the text? • What are the various forms of persuasive writing and other mediums?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i> • You are a graphic artist who has been hired to present on a topic of your choice at an upcoming conference. Create a brochure, website, Google Slides presentation, or any other visual that will teach and inform all about your topic. Be sure to include all non-fiction text features.	Other Assessments Formative • Notes • Reading Journals • Teacher Observation • Classroom and partner discussion using rubrics Summative • Students will cite textual evidence from a cold read • Mid-unit assessment • Students will engage effectively in a range of collaborative discussions using a behavior checklist. • Summative Unit Assessment • <i>Linkit</i> Skills Assessments Benchmark • <i>HMH Reading Inventory</i> • <i>Linkit Assessment</i> • <i>ReadyGen Benchmark</i> Alternative • Reading Comprehension Questions • Quick Writes • Anecdotal Notes • Daily Journal Writing Prompts

Knowledge and Skills	
Content	Skills
<i>Students will...</i> • Read a variety of types of nonfiction, including reference, literary nonfiction, and biography • Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies before, during and after reading to monitor and deepen comprehension • Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading • Use textual evidence to support thinking about nonfiction reading in both conversation and writing • Infer an author's purpose or viewpoint • Summarize and synthesize information to determine important ideas • Analyze the impact of the author's language choices on the meaning and tone of the text • Analyze and evaluate arguments presented in nonfiction texts • Synthesize and compare information across texts and in various formats • Determine and pursue meaningful goals for enhancing the reading of nonfiction	<i>Students will be able to ...</i> • Build schema for different types of and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies. • Identify common nonfiction features in order to navigate nonfiction text. • Use understanding of text structures to support comprehension of nonfiction text. • Ask questions before, during, and after the reading of nonfiction text in order to monitor comprehension. • Determine the meaning of unfamiliar words using a variety of strategies. • Identify and author's point of view and purpose in a nonfiction text. • Identify central idea and supporting details in a nonfiction text. • Monitor understanding of a text and use fix-up strategies when breaking down. • Read closely and paraphrase dense, complex text in order to build understanding. • Close read to identify factual information embedded in a story. • Identify signal words in order to support comprehension. • Examine the description text structure and identify signal words for this structure. • Trace the development of an argument in nonfiction text and evaluate the merits of its claims.

	• Synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading. • Compare and contrast two text structures, in terms of their approaches to similar topics and themes. • Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources • Determine author's purpose, identify and evaluate arguments and claims in nonfiction texts.
Instructional Plan	
Suggested Activities	Resources
Students will be using a non-fiction piece of your choice, identify text structures, text features, and type of nonfiction within your reading or in your reading notebook.	Scholastic Magazine, books, Achieve 3000, Kids Discover, post-its, Reading Notebook
Students will define unknown words using the context clues around the word to make a prediction, read ahead, or look at word-parts. Once you have made your prediction, verify in writing to check your understanding.	Post-its, notebook, bookmark, on-line recording
Students will determine author's point of view and purpose to explain how it is expressed through the text using a reference nonfiction piece and a literary nonfiction piece.	<u>Skyboys: How They Built the Empire State Building</u> by Deborah Hopkinson and "The Empire State Building" by Ed. Combs
Students will use multiple sources of various formats about similar non-fiction topics, paraphrase information to deepen understanding.	Internet, independent reading, Readworks articles, etc. Example: <u>Can We Save the Tiger?</u> , Excerpts from <u>Zoobooks</u>
Students will imply comprehension strategies before, during, and after non-fiction independent reading.	Library, magazine articles, Appendix: Nonfiction

Students will create goals for enhancing reading of non-fiction texts.	
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Suggested Options for Differentiation	
English Language Learners ● Use visuals and gestures ● Chunk text ● Summarize as you go ● Preview lesson ● Highlight key words	
Basic Skills/Economically Disadvantaged ● Pre-teach vocabulary ● Use visuals and gestures ● Chunk text, summarize as you go ● Preview lesson ● Highlight key words ● Use sentence starters, prompting and cuing ● Activate schema, build background knowledge	

• Review games for reinforcement
Gifted and Talented • Expose to more sophisticated vocabulary • Allow reader response extension • Allow to research topic of interest
Special Education • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Access to audiobook • Guided reading groups to reinforce skills • Leveled books at student's independent levels

Unit 4 will address the following 21st Century Life and Careers skills:			
Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.

	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.

X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.A.1.	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2.	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.8.B.1.	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Unit 4: Literature and Informational: Reading and Writing, Poetry, Portfolio Development		Duration: 25 days
Standards		
	Key Ideas and Details	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
RL.7.3	Analyze how particular elements of a story or drama interact	
	Craft and Structure	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds	
RL. 7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	

	Integration of Knowledge and Ideas
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Key Ideas and Details
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	Craft and Structure
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Integration of Knowledge and Ideas

RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Text Types and Purposes
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and volume,. examples; use appropriate eye contact, adequate and clear expectations
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English

L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	Knowledge of Language
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
	Vocabulary Acquisition and Use
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Skills MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Students will understand that...

- **Fiction and Non-fiction are integral parts in Language Arts Literacy**
- **Persuasive Writing provides the opportunity for a student to use detail and support in order to formulate and defend their opinion on a given topic.**

Essential Questions

- **What are the characteristics of Fiction?**
- **What are the characteristics of Non-Fiction?**
- **What types of Fiction and Non-Fiction are available?**
- **What are the traits, format, and purpose of Speculative, Explanatory, Narrative, Informative, and Persuasive Writing?**

• Narrative Writing tells a story with the beginning, middle, and ending. • Descriptive Writing stimulates the senses and allows the reader to become immersed in vivid vocabulary. • Speculative Writing creates a story about a scenario given • Open-ended responses answers a question based on support from a source(s). • Making predictions while reading is part of an active reading strategy to assist in comprehension. • Understanding an author's purpose enhances student understanding of varied texts. • Writing is a recursive process, and writers draw on real-life experiences for inspiration. • Author's style has many components that unify to create voice. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. • Authors' points of view vary based on their purpose and audience. • Writers employ specific techniques to persuade readers. • An author's style has many components that contribute to his/her voice. • Arguments must be supported by facts, examples, and other evidence. • Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected. • It is important to differentiate between fact and opinion. • Persuasion comes in various forms. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.	• What are the traits, format, and purpose of Open-ended Responses? What are the important elements of fictional literature? • How do authors present their points of view in literature? • How do authors utilize the elements of literature to convey a universal truth or theme? • How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative? • How is the reader's comprehension and interpretation of text affected by personal experiences? • How do students utilize nonfiction strategies to comprehend informational text? • How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts? • How are different Explanatory/Expository paradigms utilized to create effective writing? • How does an author use elements of poetry to create varied poetic forms? • How do poetic forms vary according to author's tone and purpose? • How does figurative language enhance an emotional response from an audience? • How do students demonstrate the command of the conventions of Standard English when writing and speaking?
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• Elements of poetry create varied poetic forms • Author's tone and purpose will clarify understanding of a poem • Figurative language allows authors to develop emotional responses within audiences. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i> • You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. • You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information. • You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu.	Other Assessments Formative • Notebook Checklist Rubric • Stop and Jots • Reading Journals • Observational Checklist • Classroom and partner discussion using rubric Summative • Students will cite textual evidence from a cold read • Mid-unit assessment • Students will engage effectively in a range of collaborative discussions using a behavior checklist. • Unit assessment Benchmark • <i>HMH Reading Inventory</i> • <i>Linkit Assessment C</i> • <i>ReadyGen Benchmark</i> Alternative

You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product.	- Reading Comprehension Questions - Written Comprehension Responses - Anecdotal Note Pages - Reading Response Journals - Rubric - Stop & Jot Sentence Starters - Reader's Response Sentence Starters
Knowledge and Skills	
Content	Skills
<i>Students will...</i> - Read a variety of types of content area texts, including reference nonfiction, fiction, and a variety of articles - Use knowledge of genre, text structure, and text features to support understanding - Use comprehension strategies before, during, and after reading to monitor and deepen comprehension - Use many strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing and writing - Infer an author's purpose or viewpoint - Determine important details in texts to summarize and notate key ideas and concepts - Construct questions, give reasons, and share findings	<i>Students will be able to ...</i> - Understand the context of and purpose for reading and learning in the content areas. - Learn how essential questions help them build critical thinking skills and an understanding of extreme weather - Build their content understanding by reading a variety of texts and identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another - Analyze scientific research and identify evidence of global warming and techniques for data collection. - Comprehend complex information and processes of science by using sketching and diagrams to support thinking - Understand that individuals contribute to scientific progress

● Analyze and interpret data, construct scientific explanations ● Obtain, evaluate and communicate information and then synthesize information across texts and in various format ● Write and publish a public service announcement about their topic of study while researching and using facts to develop their points ● Orally present their public service announcement with attention to purpose and audience ● Use mentor text to gain an understanding of purpose and structure of an argument ● Find thesis statements and evidence that supports the claims within mentor texts ● Validate the credibility of sources and how personal experiences can strengthen a claim ● Understand that quotes and descriptive language can strengthen the argument ● Identify potential arguments by examining personal, local, and national topics ● Select a topic that is defensible and can be researched ● Gather facts to support argument ● Evaluate both sides of an argument ● Write a strong thesis ● Write middle paragraphs using topic sentences and evidence along with a counterargument ● Include a call-to-action in conclusion ● Make sure wording is specific to topic ● Cite sources ● Proofread and edit peer's papers	● Understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted ● Cites relevant textual evidence to support thinking about reading ● Draw on information from a variety of sources and integrate information from a visual source and a written text in order to deepen their understanding of extreme weather ● Identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement ● Examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing ● Use the story Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson(or two other text) to identify the thesis statements and supportive evidence that is provided to support the claims. ● Explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. ● Generate ideas for argumentative essays by examining and responding to world issues and current events, from local and school issues, and from interests and hobbies that have debatable issues.
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• Write a strong title • Share essay with peers • Reflect on the writing and its meaning as part of the student's growth as a writer.	
Instructional Plan	
Suggested Activities	Resources
Students will use a variety of graphic organizers and their writer's notebooks as a place to identify and record key information	Writer's notebooks, mentor texts, independent books
Students will use a variety of genres to compare and contrast information as a way to deepen understanding of extreme weather	Variety of poems, short shared texts and other digital or paper sources
Students will build understanding by tracking their thinking of the most important information through graphic organizers, reader's notebooks, sketches, etc.	Graphic organizer, post-it notes, reader's notebooks
Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, classroom library, public library
Students will use a variety of tools or strategies to help define or determine the meaning of unfamiliar words to deepen understanding of extreme weather	List of domain-specific words, Vocab app
Students will respond to world issues, community and school issues, and debatable, interesting ideas by choosing a topic of their interest to generate ideas in writer's notebook.	Writer's notebook, current event
Websites	

This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Free and paid printables, lesson plans, and activities	www.education.com
Suggested Options for Differentiation	
English Language Learners ● Allow students to verbalize before they write ● Provide graphic organizers ● Use cloze paragraphs ● Build background knowledge	
Basic Skills/Economically Disadvantaged ● Chunk text ● Summarize as you go ● Preview lesson ● Use graphic organizers	

Gifted and Talented

- Make use of pretesting
- Allow students to work ahead
- Provide choice board to extend learning
- Expose to more sophisticated vocab (Tier 3 vocab)
- Allow reader response extension
- Encourage higher order writing skills
- Provide higher level enriched text

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Shorter writing assignments
- Preferential seating

Unit 5: Literature: Folktales, Legends, Myths, Dramas and Reflective Writing/Portfolio Completion**Duration:** 20 days**Standards**

RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact
	Craft and Structure
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds
RL. 7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Integration of Knowledge and Ideas
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Key Ideas and Details
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	Craft and Structure

RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter

	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comment with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and volume, examples; use appropriate eye contact, adequate and clear expectations.
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English
L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.

	Knowledge of Language
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	Vocabulary Acquisition and Use
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Skills

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<i>Students will understand that...</i> • By using analytical skills and comparing the dramatic adaption to original source, a deeper understanding and appreciation of the genre will result. • By employing higher level critical thinking skills, valuable connections/similarities exist that transcend time and place. • By using a student writing portfolio, a student can see the writing process in publication. • Reflection is a way to measure growth. • Myths, legends, folk talks, and drama each have distinct characteristics. • Oral tradition is woven through the development of various genres. • Drama utilizes unique format different from other genres. • Literary analysis requires critical thinking skills to evaluate a piece of literature. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.	• What are the characteristics of Drama? Folktales? Legends? Myths? • How do authors of folk tales and legends use elements of fiction to reveal timeless and universal themes? • How do playwrights utilize various historical references and other sources to create drama? • How does the portfolio reflect a student's progression in writing from September through June? • How can students compare and contrast literary genres? • How do students develop an understanding of history through oral tradition? • How are the elements of drama different from other genres? • How will students use the writing process to analyze literary works?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments Formative • Notebook Checklist Rubric

- You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. - You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information. - You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu. - You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product.	- Stop and Jots - Reading Journals - Observational Checklist - Classroom and partner discussion using rubric Summative - Students will cite textual evidence from a cold read - Mid-unit assessment - Students will engage effectively in a range of collaborative discussions using a behavior checklist. - Unit assessment Benchmark <i>HMH Reading Inventory</i> <i>Linkit Assessment C</i> <i>ReadyGen Benchmark</i> Alternative - Reading Comprehension Questions - Written Comprehension Responses - Anecdotal Note Pages - Reading Response Journals - Rubric - Stop & Jot Sentence Starters - Reader's Response Sentence Starters
Knowledge and Skills	
Content	Skills

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Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, classroom library, public library
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- Allow students to verbalize before they write
- Provide graphic organizers
- Use cloze paragraphs
- Build background knowledge

Basic Skills/Economically Disadvantaged

- Chunk text
- Summarize as you go
- Preview lesson
- Use graphic organizers

Gifted and Talented

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